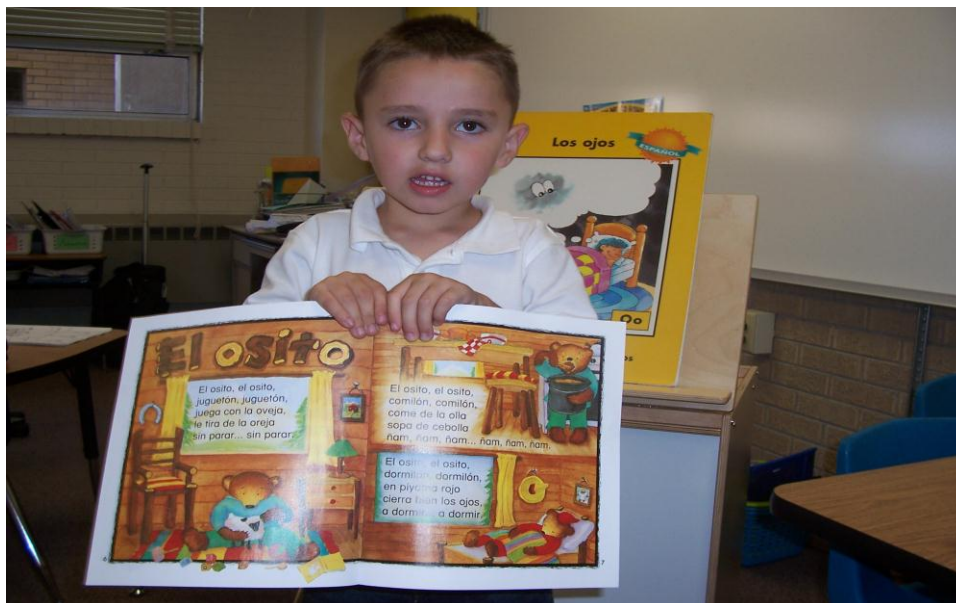


UTAH MIGRANT EDUCATION PROGRAM

MIGRANT EDUCATION FINAL EVALUATION REPORT 2011

Educational Research & Training Corporation
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UTAH MIGRANT EDUCATION PROGRAM SERVICE DELIVERY PLAN EVALUATION

September 2011

Educational Research & Training Corporation

Introduction

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. The State plan for service delivery that describes strategies the SEA will pursue on a statewide basis to help migrant children achieve a set of performance targets and measurable outcomes based on student needs data. The SEA's comprehensive plan for service delivery is the basis for the use of all MEP funds for local programs.

This is continuous improvement model that incorporates an assessment of students, establishing performance targets and measurable outcomes to meet needs, targeting services based on those needs and to meet the performance targets and measurable outcomes, and then evaluating the impact of services to measure the impact.

This report is the summary of the program evaluation of the Utah Service Delivery for 2011.

Performance Targets

The Utah performance targets are based on the current results from the comprehensive needs assessment which was completed in December 2010. The performance targets are similar to those identified in the last Utah Service Delivery plan and reflect the needs of Utah Migrant students.

Performance Target #1 English Language Acquisition: By the 2015-2016 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the UALPA to English language fluency (scoring = P, E, I, A, F*)

- P = Pre-emergent, E = Emergent, I = Intermediate, A = Advanced, F = Fluent.

Performance Target #2 Language Arts Achievement: By the 2015-2016 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores.

Performance Target #3 Math Achievement: By the 2015-2016 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.

Measurable Program Outcomes

The Office of Migrant Education requires: “The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (See section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State’s performance targets.” The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment

Measurable Outcome #1 English Language Acquisition: Based on a staff development survey, at least 80 percent of MEP staff will report that staff development has helped them to more effectively meet the needs of limited English proficient students using research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

Measurable Outcome #2 Writing Achievement: Eighty percent of priority for service (PFS) students targeted for writing instruction will demonstrate an increase in proficiency in specific writing skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

Measurable Outcome #3 Reading Comprehension: Eighty percent of priority for service (PFS) students targeted for reading instruction will demonstrate an increase in proficiency in specific comprehension skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

Measurable Outcome #4 Measurement Concepts in Mathematics: Eighty percent of all priority for service (PFS) students enrolled in math courses K-6 in Utah migrant programs will demonstrate an increase in proficiency in measurement concepts in math based on teacher ratings and/or available state assessment scores.

Measurable Outcome #5 Algebraic Concepts in Mathematics: Eighty percent of all priority for service (PFS) students enrolled in algebra courses in Utah migrant programs will demonstrate an increase in proficiency in algebraic concepts based on teacher ratings and/or available state assessment scores.

Measurable Outcome #6 Parent Involvement in Academic Support of Children: Eighty percent of parents surveyed will report an increase in activities (provided by local migrant programs) designed to directly involve parents to support their children's' academic success.

Evaluation Process

The Office of Migrant Education requires that in the service delivery plan the state must evaluate to what degree the program has been effective in relation to performance targets and measurable outcomes. The service delivery process in Utah is based upon a continuous improvement model. The steps in the process include the following:

1. Identify the needs of migrant students in reading and math as well as barriers to English language proficiency.
2. Create performance targets and measurable outcomes and a service delivery plan designed to meet the needs of migrant students in reading, math, and overcoming the barriers to English language proficiency.
3. Implement the service delivery plan statewide including strategies designed to facilitate the achievement of the measurable outcomes and to achieve the performance targets. Each local migrant program will have the option to individualize instruction and utilize strategies based on their own needs and structure.
4. Evaluate the impact of the service delivery strategies on reading achievement, math achievement, and removing barriers to English language proficiency.

The evaluation of the Utah Service Delivery Plan was designed to be completed through the collection of and analysis of data using the Utah Migrant Achievement & Performance System (MAPS) online data system, through a survey of migrant program staff and administration, and through onsite visits with parents and migrant staff. Copies of the data collection and survey formats are attached in Appendix A.

Results of the Evaluation

There were 1009 students (Pre-school through 12th grade) assessed as part of the evaluation of the Utah Service Delivery model in the spring of 2011. There were 359 priority for service students of the total who were part of the evaluation.

The following table illustrates the impact of the program on priority for service migrant students in reading between 2007-2008, 2009-2010, 2010-2011 by grade level. The impact is calculated based on the gain from 2009-2010 to 2010-2011. Data was not available for previous years for grades seven through twelve. This grade seven – twelve data from 2010-2011 will be used as baseline for future evaluations. This table is based on teacher ratings of student proficiency in relation to the standards (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic).

Teacher Ratings in Reading By Grade Level: Priority For Service Migrant Students

Grade level	2007-2008	2009-2010	2010-2011	Impact
K	1.62	1.79	1.94	+.15
1	1.69	1.99	2.01	+.02
2	2.02	1.91	2.01	+.10
3	1.86	1.93	1.95	+.02
4	2.05	2.14	2.25	+.11
5	2.03	1.98	2.12	+.14
6	2.19	2.18	2.34	+.16
7			1.62	
8			2.22	
9			1.83	
10			1.83	
11			1.76	
12			1.95	

The following table illustrates the impact of the program on priority for service migrant students in math between 2007-2008, 2009-2010, 2010-2011 by grade level. The impact is calculated based on the gain from 2009-2010 to 2010-2011. Data was not available for previous years for grades seven through twelve. Data from the grades nine through twelve is incomplete due to the smaller numbers of secondary migrant students and because in high school math is taught by course as opposed to instruction across the entire discipline. This grade seven – twelve data from 2010-2011 will be used as baseline for future evaluations. This table is based on teacher ratings of student proficiency in relation to the standards (4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic).

Teacher Ratings in Math By Grade Level: Priority For Service Migrant Students

Grade level	2007-2008	2009-2010	2010-2011	Impact
K	1.63	1.83	2.31	+.48
1	1.83	1.92	2.41	+.49
2	2.03	1.87	2.29	+.42
3	1.81	1.92	2.18	+.26
4	1.94	1.95	2.10	+.15
5	1.85	1.68	2.05	+.37
6	1.75	1.80	2.06	+.26
7			2.07	
8			2.42	
9			2.30	
10				
11			2.66	
12				

Limited English proficient students were targeted in the CNA and in the service delivery plan as having particularly high needs in the language arts skills of writing, vocabulary, and comprehension. The following table illustrates the impact of service delivery on LEP students and these content targeted skills.

Teacher Ratings in Language Arts Skills: Priority For Service Students

Content Skill	2009-2010	2010-2011	Impact
Vocabulary	1.98	1.89	-.09
Comprehension	1.94	1.95	+.01
Writing	1.84	1.83	-.01

Limited English proficient students were targeted in the CNA and in the service delivery plan as having particularly high needs in the math skills of measurement and algebraic concepts. The following table illustrates the impact of service delivery on LEP students and these content targeted skills.

Teacher Ratings in Math Skills: Priority For Service Students

Content Skill	2009-2010	2010-2011	Impact
Measurement	1.93	2.02	+.09
Algebraic Concepts	2.06	2.25	+.19

Reading and Math Proficiency of Priority For Service Students By District

District	Reading	Mathematics
Beaver	2.50	2.73
Box Elder	1.33	3.00
Cache	2.32	2.72
Davis	2.21	2.09
Logan	2.05	2.50
Millard	1.95	2.16
Nebo	2.06	2.01
North Sanpete	2.16	2.16
Ogden	2.01	2.01
Piute	2.06	2.06
Sevier	1.88	1.82
South Sanpete	1.94	2.13
Washington	1.82	2.09

There were 541 limited English proficient (LEP) who participated in the evaluation in 2010-2011 (there were 936 limited English proficient (LEP) students who participated in the evaluation in 2009-2010 and 825 limited English proficient students who participated in the evaluation in 2007-2008. Of the 541 limited English proficient (LEP) students who participated in the evaluation 359 were priority for service students (PFS).

Overall proficiency in reading and math for LEP students by grade level is illustrated by the following table (Based on teacher ratings of student proficiency in relation to the standards: 4 = Advanced, 3 = Proficient in the Standard, 2 = Basic, 1 = Below Basic).

**Teacher Ratings of Priority For Service LEP Students
in Reading and Math by Grade Level**

Grade level	Reading	Mathematics
K	2.52	2.58
1	2.53	2.82
2	2.11	2.41
3	2.41	2.54
4	2.56	2.37
5	2.61	2.43
6	2.60	2.33
7	2.14	2.22
8	2.56	2.50
9	1.92	2.38

Reading and Math Proficiency of Priority For Service LEP Students By District

District	Reading	Mathematics
Beaver	3.00	3.00
Box Elder	-	2.60
Davis	2.37	2.30
Millard	2.24	2.50
Nebo	2.22	2.43
North Sanpete	2.56	2.59
Ogden	2.52	2.48
Piute	2.38	2.56
South Sanpete	2.92	2.75
Washington	1.76	1.90

Limited English proficient students were targeted in the CNA and in the service delivery plan as having particularly high needs in the language arts skills of writing, vocabulary, and comprehension. The following table illustrates the impact of service delivery on LEP students and these content targeted skills.

Teacher Ratings in Language Arts Skills: Limited English Proficient Students

Content Skill	2007-2008	2009-2010	2010-2011	Impact
Vocabulary	1.83	2.14	2.34	+.20
Comprehension	1.85	2.10	2.37	+.27
Writing	1.83	2.07	2.23	+.16

Limited English proficient students were targeted in the CNA and in the service delivery plan as having particularly high needs in the math skills of measurement and algebraic concepts. The following table illustrates the impact of service delivery on LEP students and these content targeted skills.

Teacher Ratings in Math Skills: Limited English Proficient Students

Content Skill	2009-2010	2010-2011	Impact
Measurement	1.88	2.33	+.45
Algebraic Concepts	2.02	2.58	+.56

Charts and graphs related to the analysis are included in Appendix B.

Conclusions

1. The data indicates gains in reading and math across all grade levels K-6 from previous years. This is an indication of positive progress toward meeting the overall performance targets in reading and math.
2. There were significant gains for LEP students in all three targeted service delivery content areas. LEP students on as a group have been impacted the most by the migrant program across the state. IN some grade levels and districts LEP migrant students who are priority for service are nearing proficiency in both math and reading. The data indicates that the state as a whole has made significant positive gains toward achieving performance target number one.
3. However, the gains for priority for service students in the specific measurable outcomes in which needs are the greatest related to reading have been marginal. In particular, PFS students have made no significant gains in vocabulary, comprehension or writing.
4. The gains for priority for service students in the specific measurable outcomes in which needs are the greatest related to math have been more significant. Some gain was made across all grade levels and districts (on the average) in measurement as well as in algebraic concepts.
5. While the highest average district proficiencies average less than proficient it is still important to note that some districts seem to be doing better than others in terms of overall success. In particular Beaver school district and Cache school district are having more impact than other districts on both reading and math achievement. It will be important as part of the ongoing evaluation process to investigate the strategies that these higher proficiency districts are using to facilitate student success.
6. The evaluation also showed that some districts are doing better with LEP students than other districts in providing instruction in the targeted language arts skills. If the data is accurate it appears that Beaver and South Sanpete has been most successful in assisting LEP migrant students to achieve proficiency in reading and math. It will be important as part of the ongoing evaluation process to investigate the strategies that these higher proficiency districts are using to facilitate student success.

Finally, it is important to note that data is still in the process being collected in relation to measurable outcome six (*Parent Involvement in Academic Support of Children*). In order to collect sufficient evaluation data from parents and staff to assess the impact of the program statewide toward achieving this outcome it was necessary to target the academic year (i.e. fall semester 2011) because of the small number of summer programs. This data and analysis will be added as an addendum to this report (See addendum following)

The next step in the process is a review of the data and conclusions of the evaluation by the Utah Service Delivery/Comprehensive Needs Assessment Committee. The committee will need to make recommendations for future service delivery and modifications to the plan based on the data.

Evaluation Report Addendum: Parent Involvement in the Academic Support of Children

Parent involvement in academic activities designed to support child success in school was evaluated through onsite structured interviews with parents in Utah. The onsite interview teams consisted of two external evaluation staff from ERTC, the state migrant director, and the local program director (and in one district an interpreter). A sample of Utah migrant districts was targeted for onsite interviews. These included Davis and Logan / Cache school districts. The onsite interviews were conducted with 24 parents total in all districts. The following includes a summary of parent responses to all interview questions:

On Site Structured Interviews With Parents: Response Summary

Parent interview questions:

1. Have you participated in any Migrant Education program activities?
 - Yes, parent/teacher conferences
 - Help with lessons in the classroom
 - Communication by mouth/person to person
 - Yes, help encourage them to study
 - Parent meetings
 - Make sure the students are in class
 - Parent literacy nights
 - ESL classes
2. Has the Migrant program helped to improve your child's performance in reading?
 - Program has helped a lot.
 - Yes
 - Dyslexia, read first in español, sounds in English are hard
 - Yes, more reading/writing/math
 - Daughter has dyslexia and has learned
 - Son has progressed in grades and test scores
3. What could the Migrant program do to help your child improve in reading?
 - Small group instruction
 - More interaction
 - Help each other only/adult to adult
 - Children do their school work
 - Small group reading in Spanish and help in learning English
 - There aren't a lot of materials in Burmese
 - More opportunities in reading and writing—it's better; they want more

4. Has the Migrant program helped to improve your child's performance in math?
 - Help increase grades/achievement
 - Yes
 - Summer program
 - Yes, work with kids
 - Son has progressed in grades and test scores
 - Do a good job reviewing the students in math and advancing
5. What could the Migrant program do to help your child improve in math?
 - One on one
6. What things could the program do to help your child graduate from high school?
7. (If parents have pre-schoolers) What things could the program do to help your child in readiness for kindergarten (or) 1st grade?
 - Better information/access to information
 - Pre-school before Head Start
 - Need more information
8. What do you think would make the Migrant Education program better?
 - ESL/bilingual classes
 - More bilingual programs
 - The best way to get the information to the parents regarding programs and services from the school and the teachers
 - Relations with the school and the parents
 - An example would be interviews
 - More meetings with parents to explain the services and have input about what kinds of things they would like to see
 - Television or radio to inform about meetings for parents
 - Articles in the Spanish papers about meetings coming up
 - Disseminate information about things that are going on
 - One parent suggested that the students worked better in groups so that they can interact with each other. They work better and have less interruption with the learning process.

9. Are there other kinds of problems that you know of that keep your child(ren) from being more successful in school (e.g. health issues, dental needs, parent literacy, counseling, social services, etc.)?

More reading, writing, math

Some dental—English

English Language Center provides ESL four days a week to parents

Services are available

Need for dental services

No

Have progressed in “other services” such as health, dental or other barriers regarding success in school

Need to be more pro-active about services that are available

There is a concern about services

There are services in the summer school

Additional General statements

Summer School:

All parents said that in the summer school . . . Migrant students have progressed.

One father said daughter has dyslexia and has learned.

One mother of a 6-year-old daughter believes that the program is a great strengthening for her daughter.

One father explained that his daughter has really helped with the continuation of the regular school day.

Conclusions: Parent involvement for the sample districts is very high based on the onsite interviews. In particular parents have been involved in their children’s academics in a wide of variety of ways including: parent/teacher conferences, parent meetings, classroom volunteers, ESL classes, and family literacy nights.

Parents did indicate a need for additional services related to acquisition of English, enhanced summer schools, after school hours, dental services, more bilingual programs, and additional parent meetings.

Appendix A

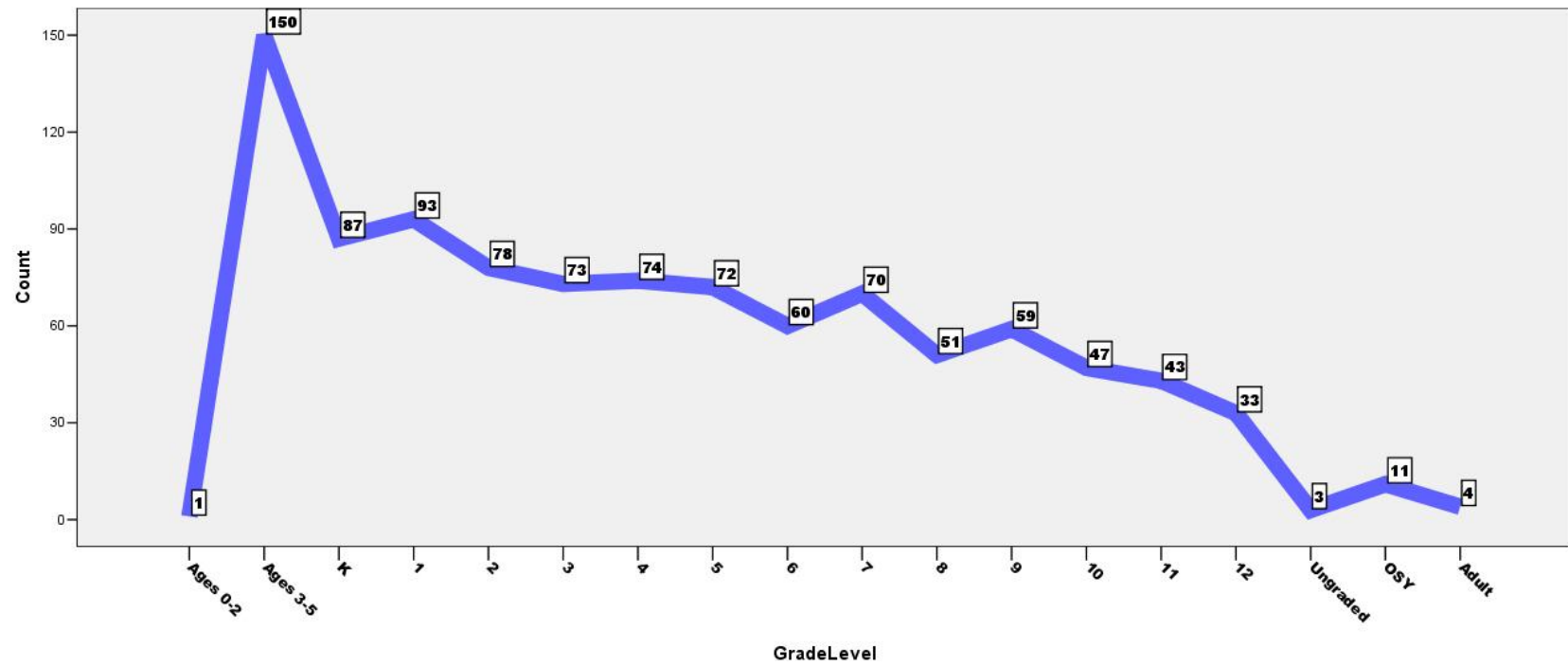
Evaluation Forms

Appendix B

Evaluation Statistics

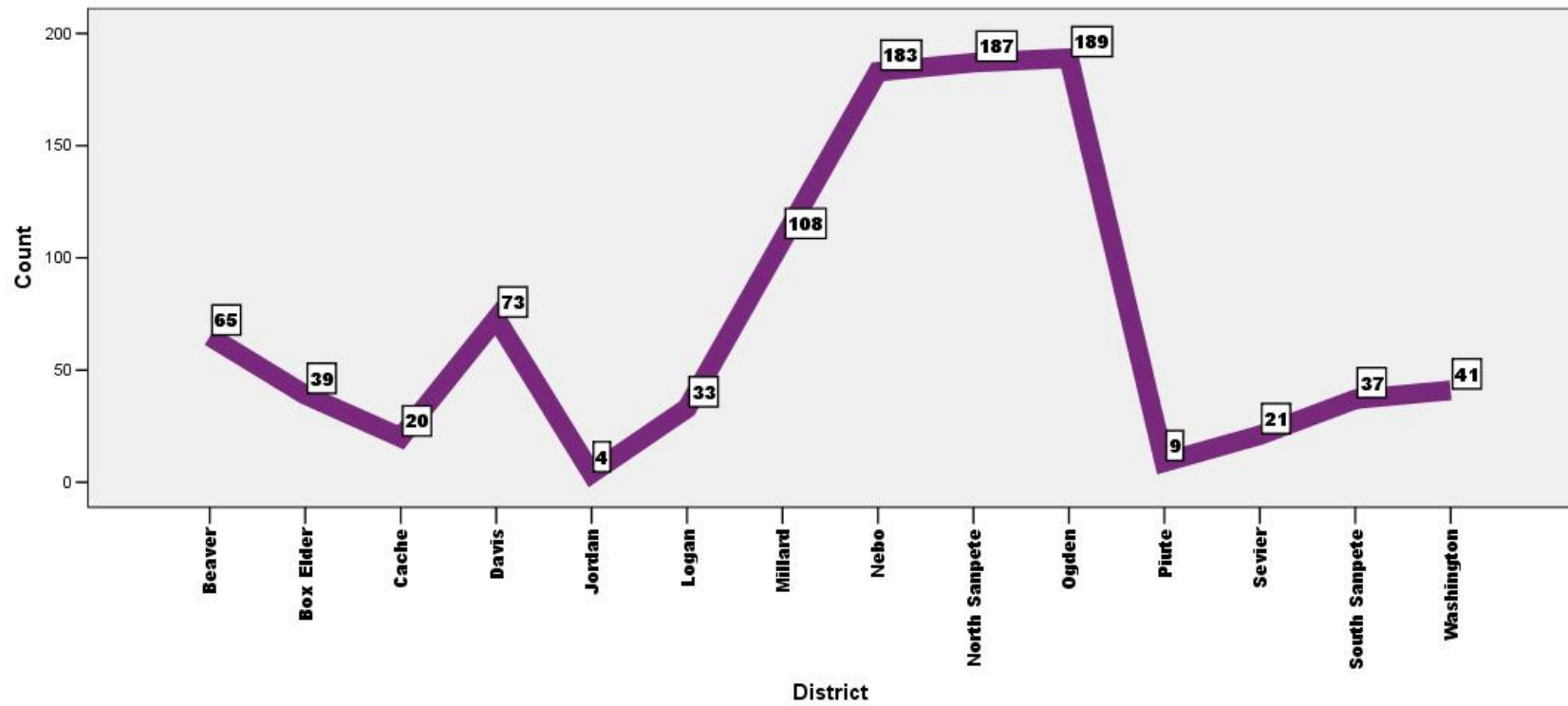
Utah Migrant Education Evaluation: June 2011

Students Participating in Evaluation By Grade Level

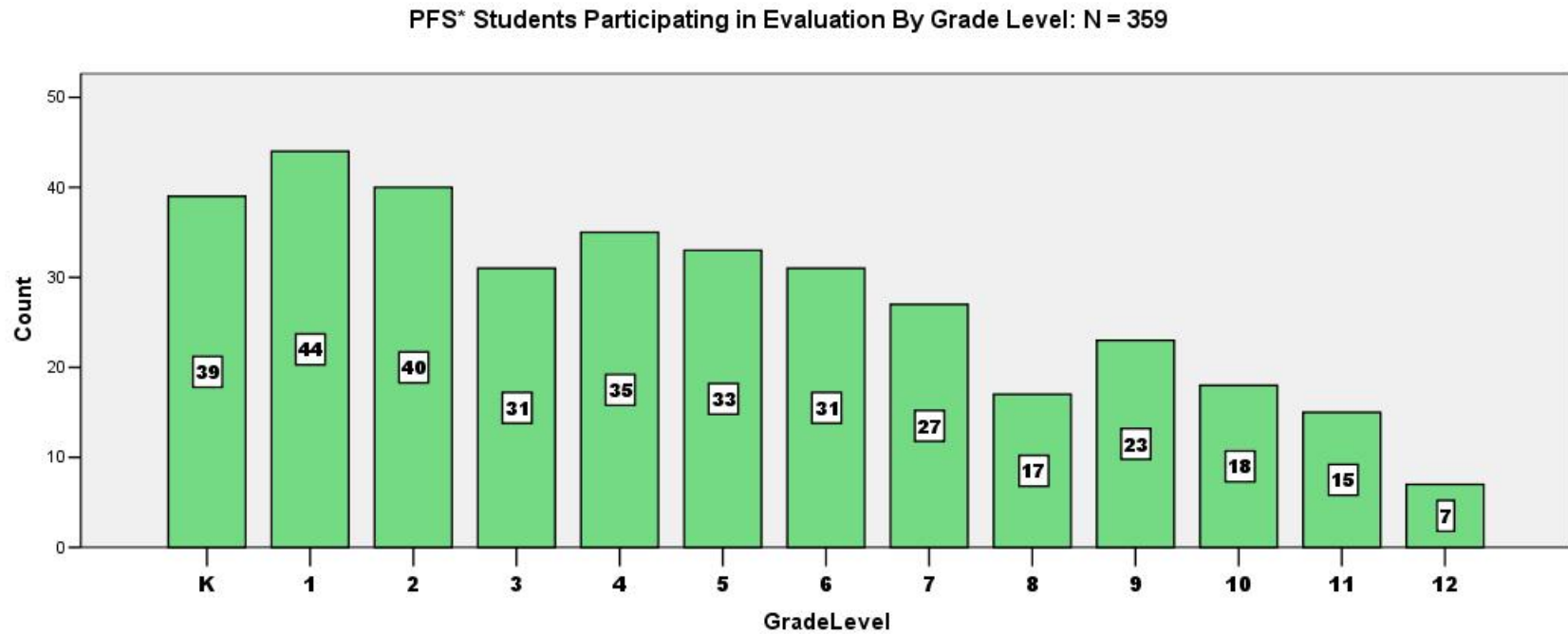


Utah Migrant Education Evaluation: June 2011

Students Participating in Evaluation By District



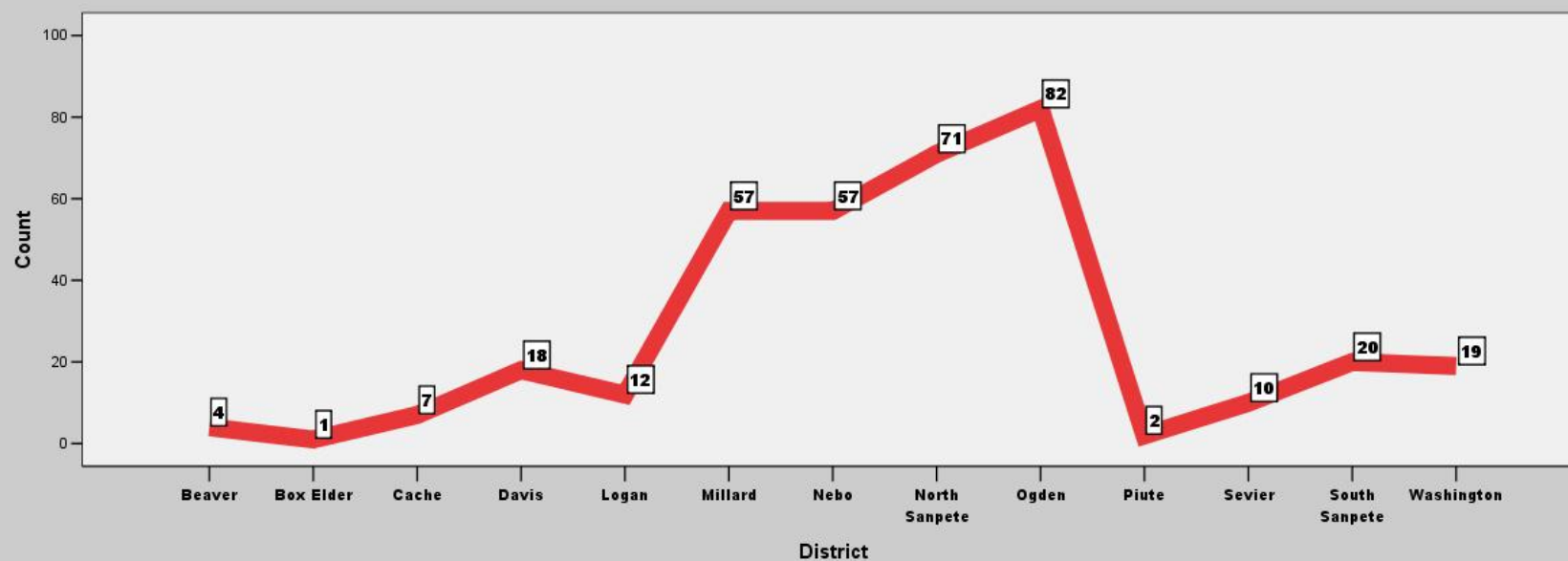
Utah Migrant Education Evaluation: June 2011



*PFS = Students with their education interrupted in the past year AND who are less than proficient in reading and math

Utah Migrant Education Evaluation: June 2011

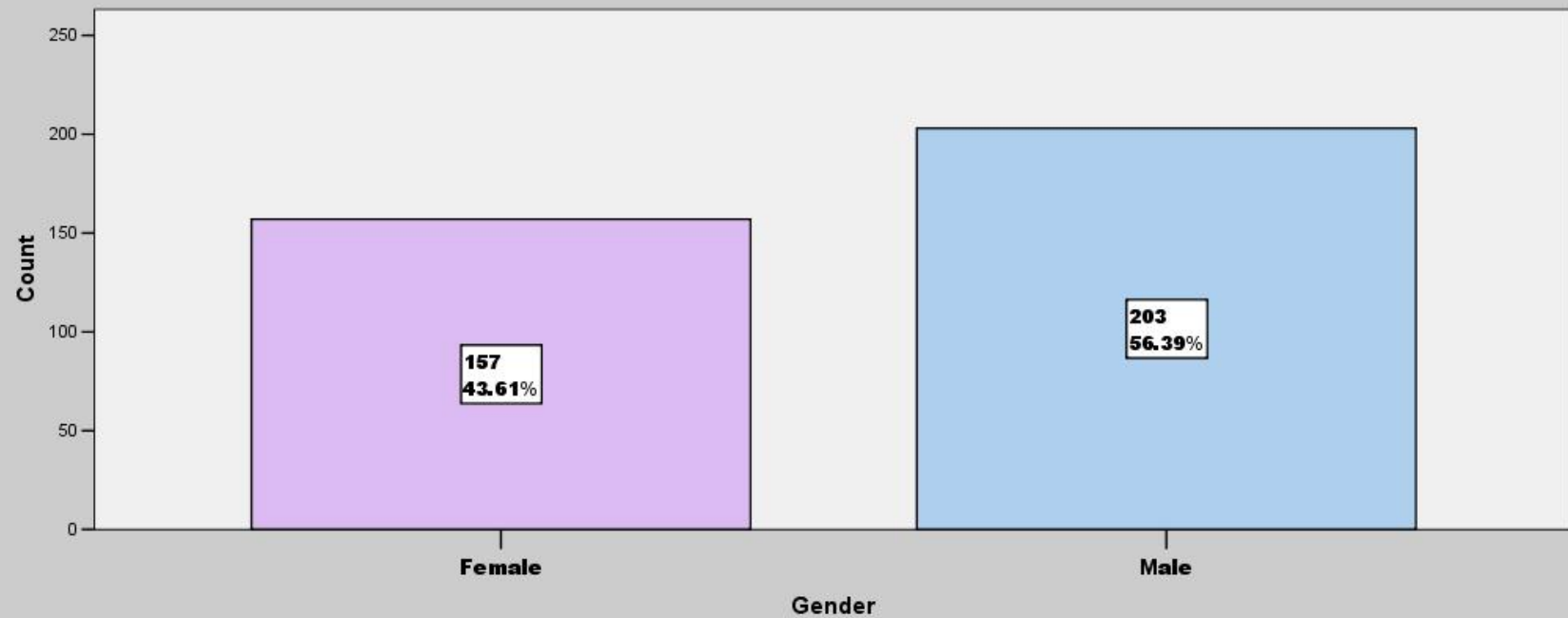
PFS Students Participating in Evaluation By District (N = 359)



*PFS = Students with their education interrupted in the past year AND who are less than proficient in reading and math

Utah Migrant Education Evaluation: June 2011

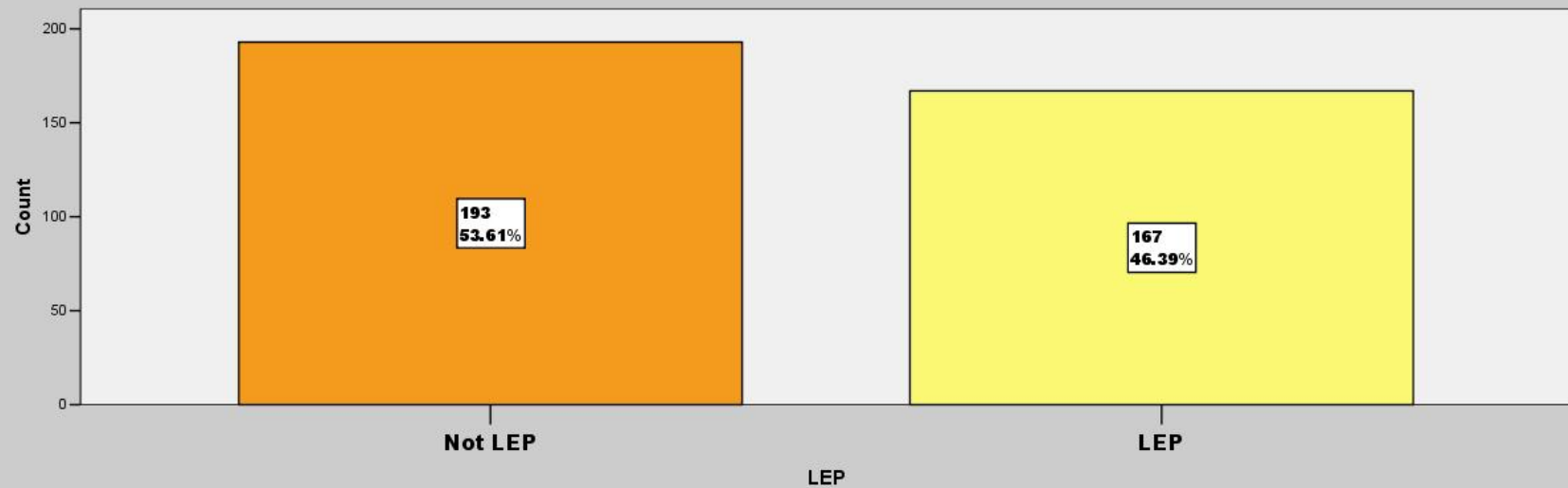
PFS* Students By Gender (N = 359)



* PFS = Priority For Service

Utah Migrant Education Evaluation: June 2011

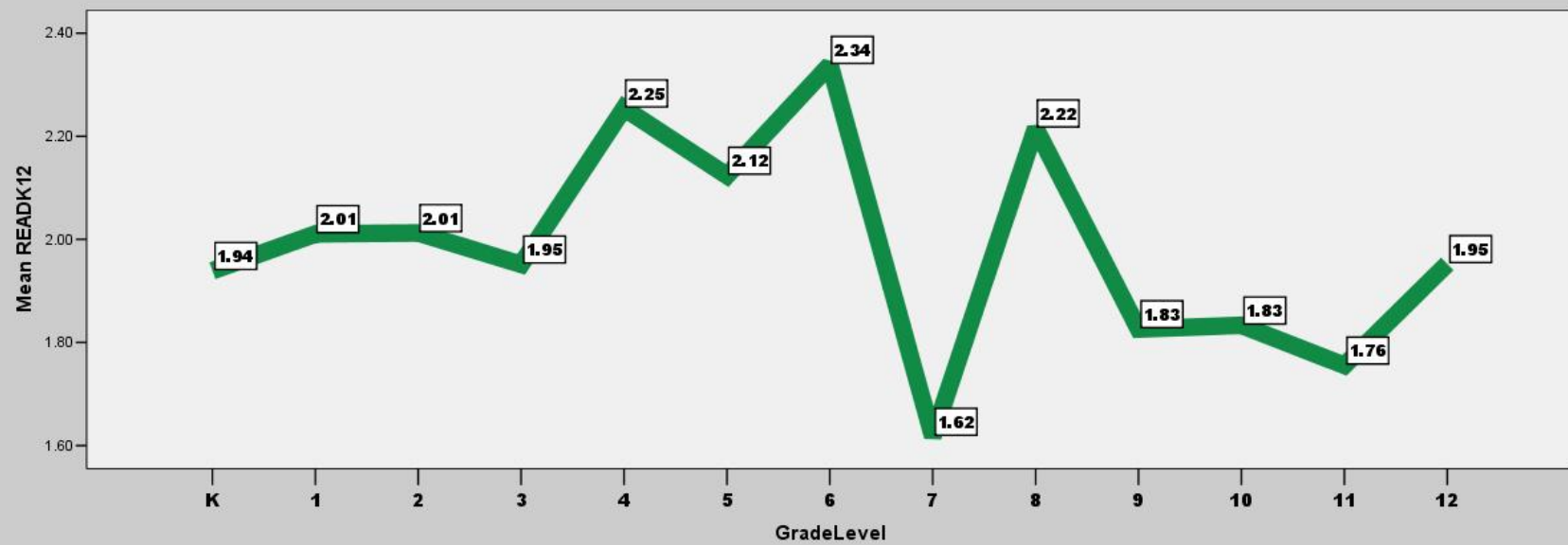
Limited English Proficient PFS* Students (N = 359)



* PFS = Priority For Service

Utah Migrant Education Evaluation: June 2011

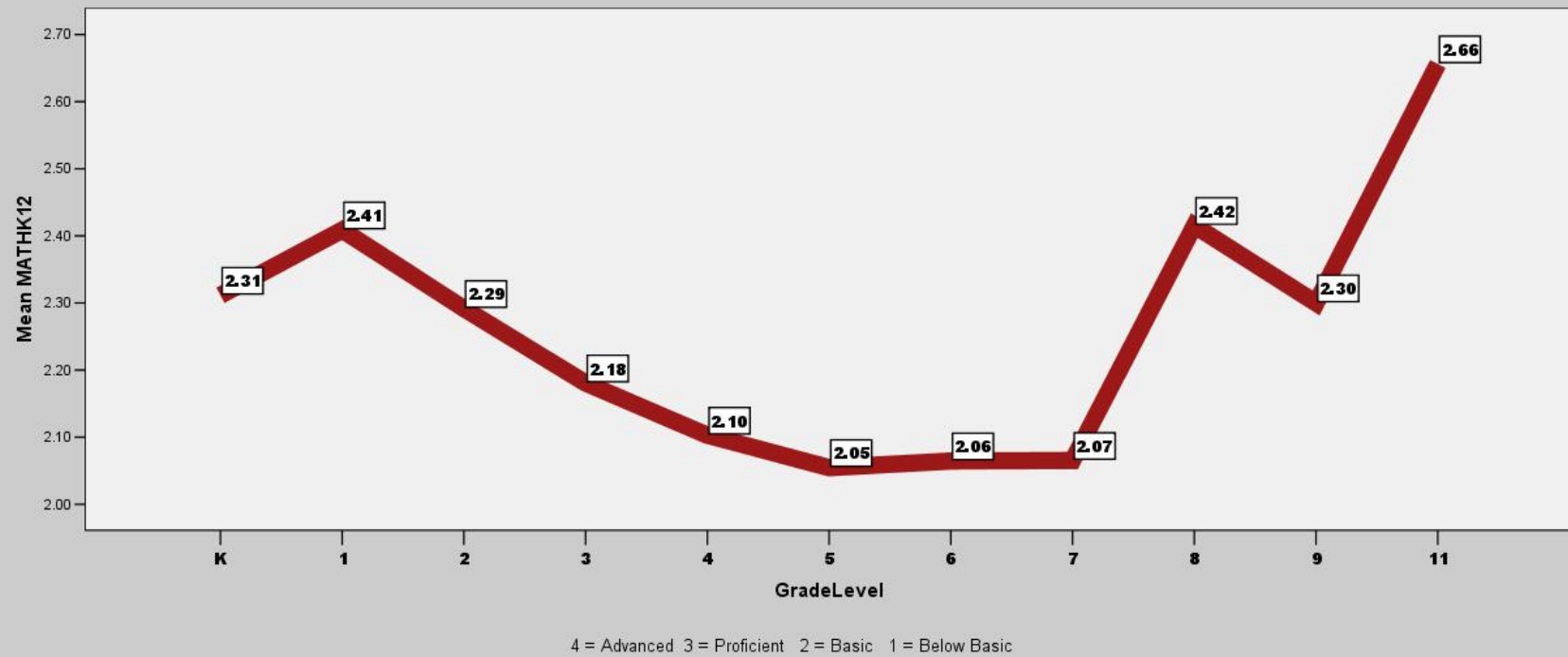
Reading Proficiency By Grade Level: Priority For Service Students (N = 359)



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

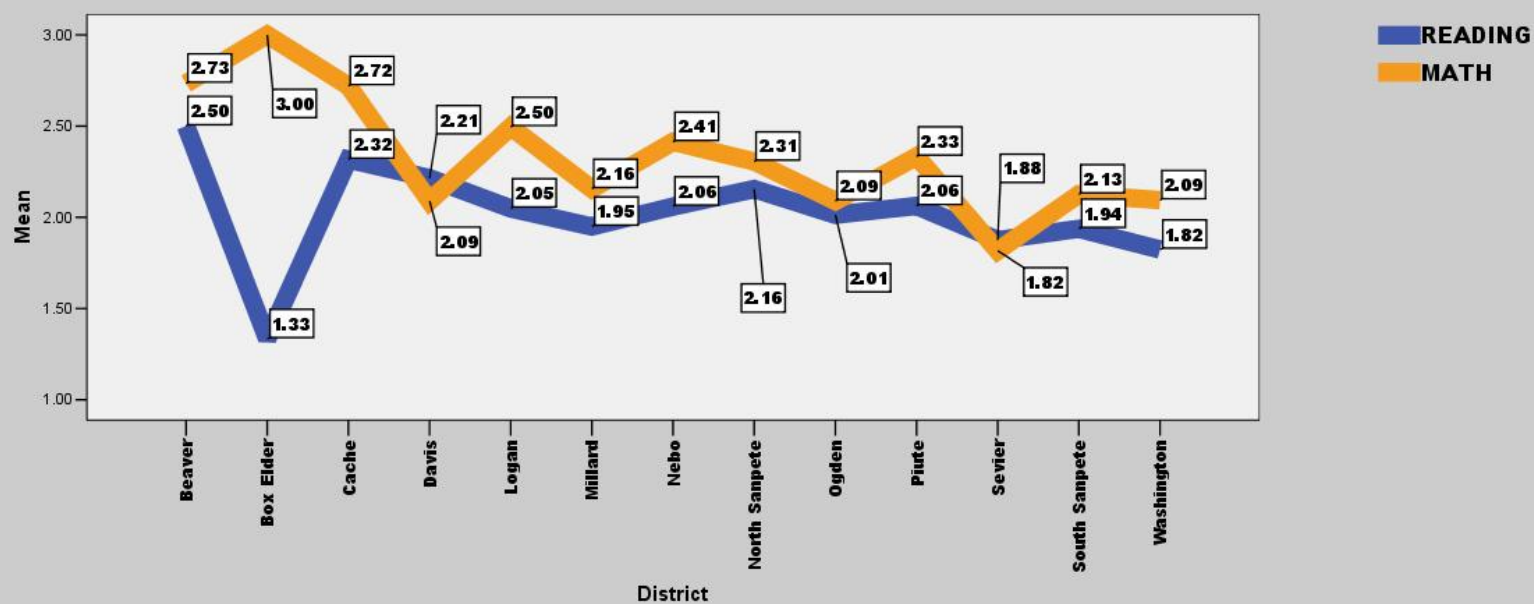
Utah Migrant Education Evaluation: June 2011

Math Proficiency By Grade Level: Priority For Service Students (N = 359)



Utah Migrant Education Evaluation: June 2011

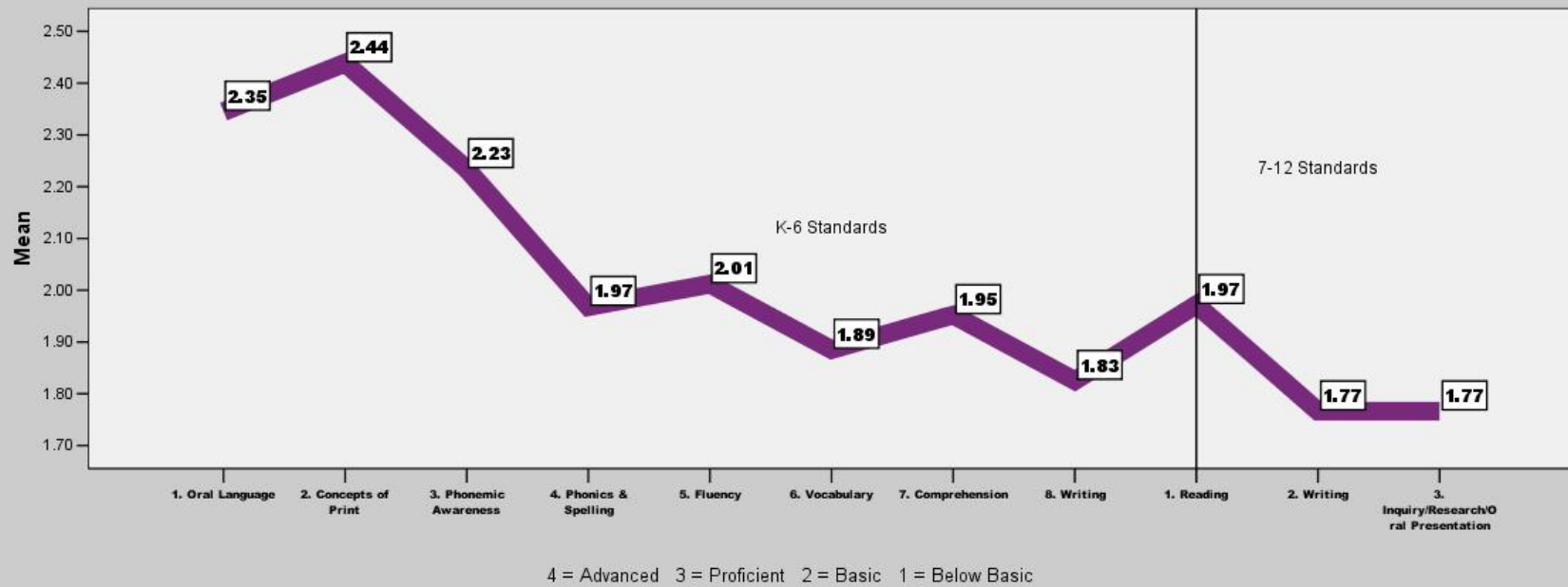
Reading and Math Proficiency By District: Priority For Service Students



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

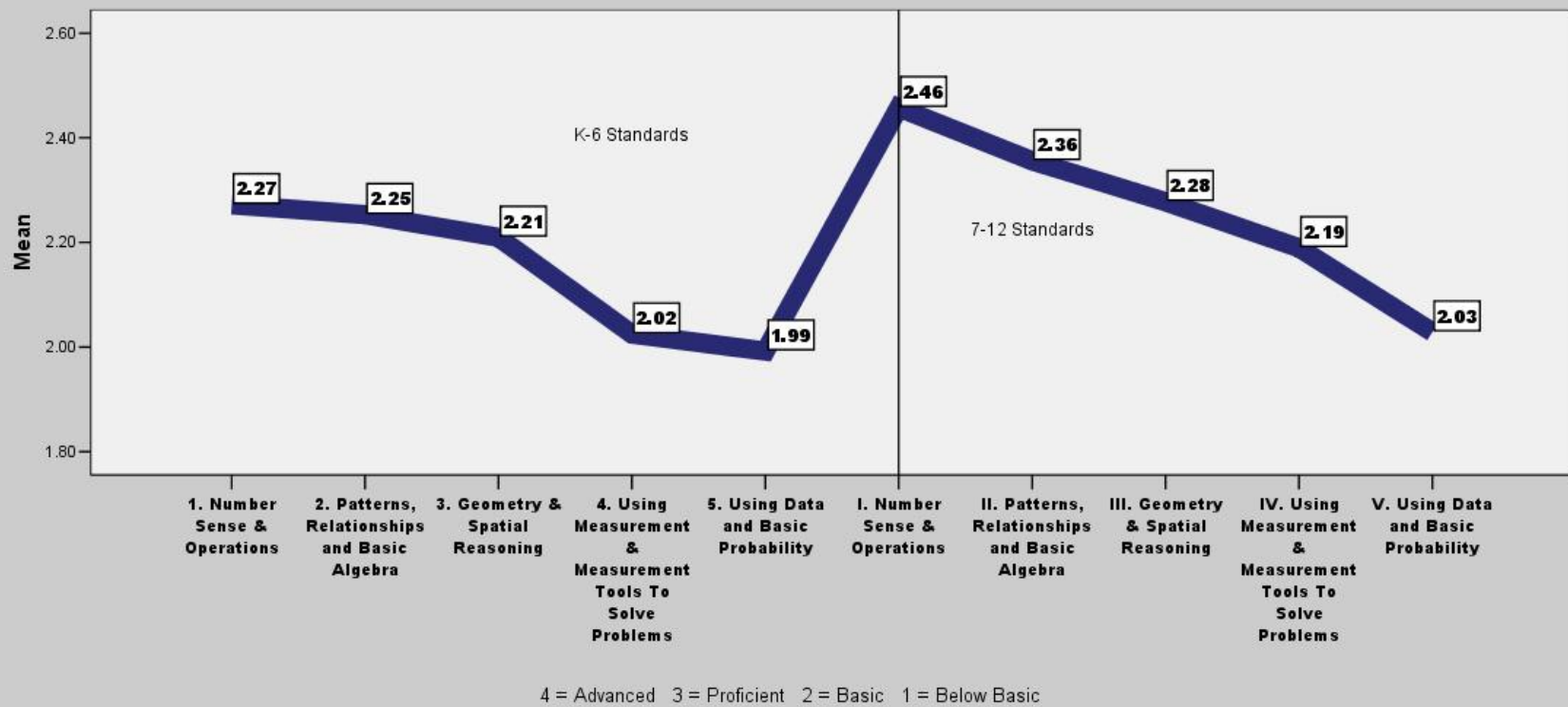
Utah Migrant Education Evaluation: June 2011

Reading Proficiency By Standard K-12: PFS Students (N = 359)

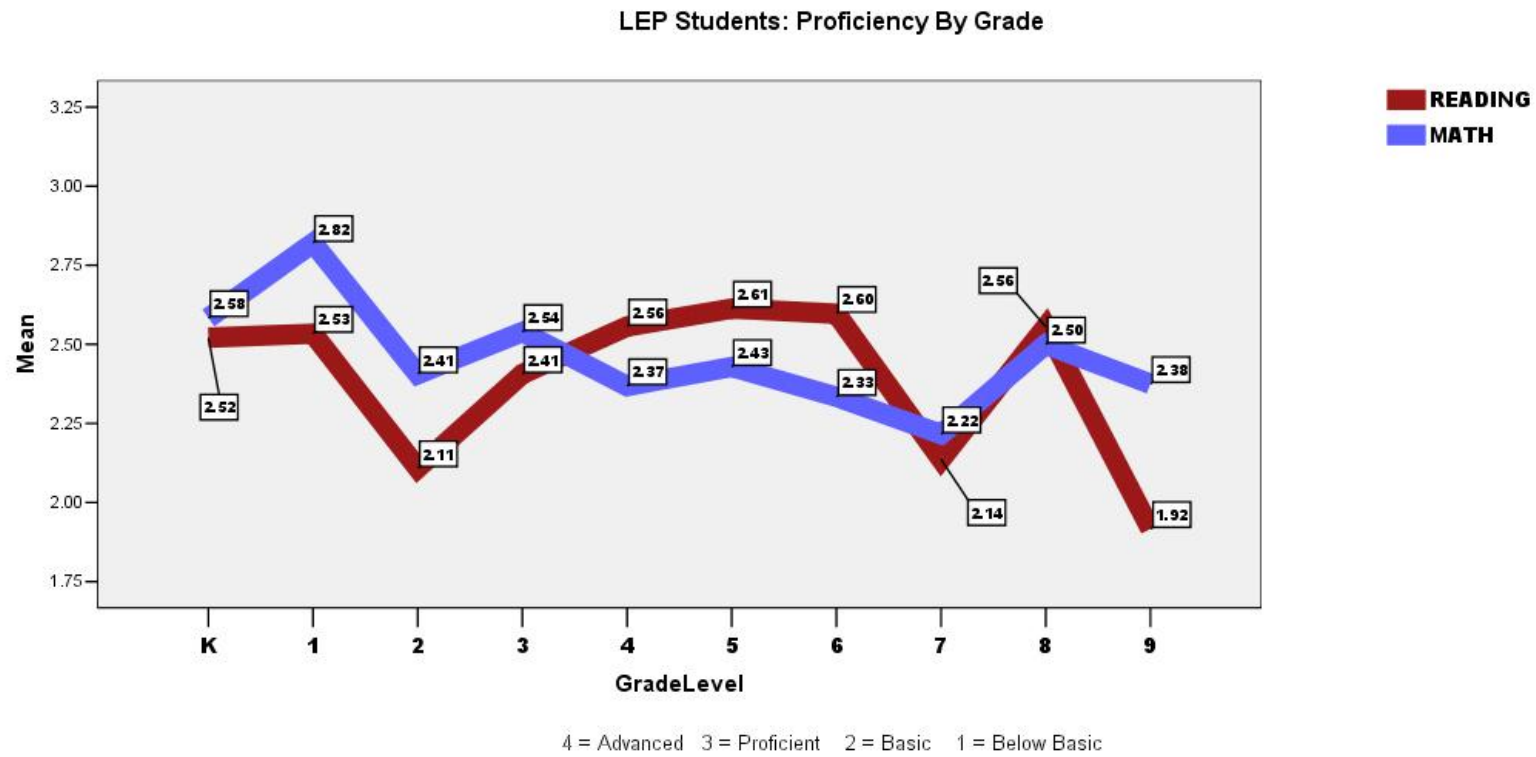


Utah Migrant Education Evaluation: June 2011

Math Proficiency By Standard K-12

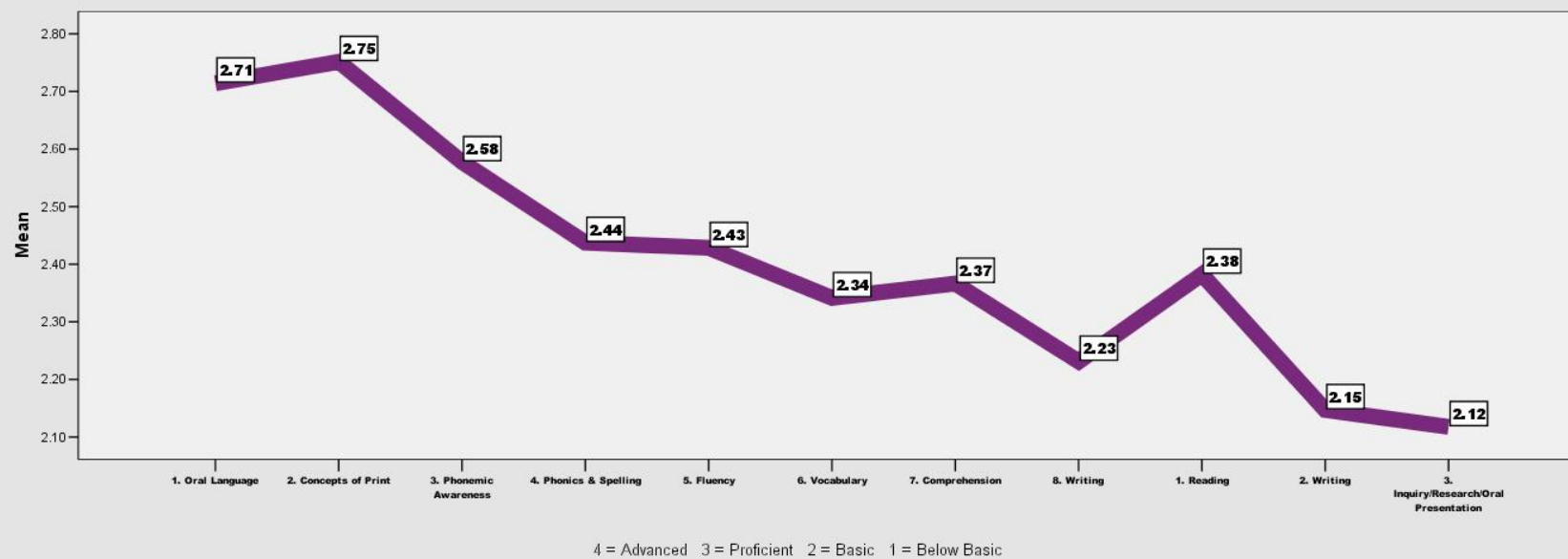


Utah Migrant Education Evaluation: June 2011



Utah Migrant Education Evaluation: June 2011

LEP Reading Proficiency By Standard



Utah Migrant Education Evaluation: June 2011

LEP Math Proficiency By Standard

